DOCUMENT RESUME

ED 205 453 SO 013 535

AUTHOR Downey, Matthew T.; Metcalf, Fay D.
TITLE Side Streets: A Local History Project for Colorado Teachers. Final Performance Report.
SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE Jun 81
NOTE 61p.; Some of the appendices in the reports contain small and light type and may not reproduce well from EDRS in paper copy or microfiche.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Curriculum Development; Educational Needs; *History Instruction; Inservice Teacher Education; Institutes (Training Programs); *Local History; Primary Sources; Program Evaluation; Secondary Education; Summer Programs; Teacher Developed Materials

ABSTRACT

This description of a project to help secondary school social studies classroom teachers incorporate local history into the curriculum focuses on objectives, project development and activities, and outcome data. The specific intent of this project was to help classroom teachers in Colorado overcome some of the obstacles to the use of local history in their classrooms. Major obstacles are identified as lack of prepared materials that can be conveniently brought into the classroom and lack of training for teachers in the use of local history materials. To overcome these and other obstacles, project directors arranged a five-week local history institute during the summer of 1980 for 11 high school teachers from 10 Colorado school districts. During the five week institute, teachers were introduced to a variety of local history resources and source materials; instructed regarding how these materials could be adapted to classroom use; instructed on how to collect primary source material at major repositories of Colorado history (libraries, museums, municipal and county offices, the Colorado Historical Society); and directed to develop instructional materials and activities based on these sources. A wide variety of materials was developed by teachers, including slide presentations based on historical photographs, taped oral history interviews, fire insurance maps, photocopies and microfilm reels of census returns, and typescript copies of articles from old newspapers. One particularly beneficial outcome of the project was that teachers who developed local history kits became resource teachers responsible for training other teachers to use the materials when they returned to their schools. The document concludes with an appendix containing information on project organization, participants, evaluation, publicity, and follow-up activities with other teachers. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Matt Downey

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED205453

SIDE STREETS: A LOCAL HISTORY PROJECT FOR COLORADO TEACHERS. FINAL PERFORMANCE REPORT AND EVALUATION REPORT.

By

Matthew T. Downey

Fay D. Metcalf

June 1981

PROJECT # ES-10068-80-1096

SO 013 535

SIDE STREETS: A LOCAL HISTORY PROJECT FOR COLORADO TEACHERS

(ES #10068-80-1096)

Project Director: Matthew T. Downey

Final Performance Report

For almost a century secondary school teachers have been urged to make better use of local history in their history classrooms. In the first methods book for history teachers published in the United States (in 1883), historian Herbert Baxter Adams pointed out that "one of the best introductions to history that can be given . . . is through a study of the community in which the school is placed." That bit of advice to history teachers has been rephrased by historians and by social studies educators in every generation since then. The use of local history in the schools was endorsed by the advocates of the source method in the 1890s, by those who promoted the teaching of state history in the 1920s, by the leaders of the community studies movement during the 1930s, by the historians and teachers who helped found the American Association for State and Local History in the 1940s, and by a great many history educators. Yet, despite the long-standing interest in using local history in the classroom, the approach has never been widely adopted in the secondary schools. Except for its use by a small minority of exceptionally resourceful teachers, it has had very little impact on the teaching of history at any level. It is a classic example of an educational idea that is highly acclaimed but poorly disseminated and seldom used.

The purpose of this project, "Side Streets: A Local History Project for Colorado Teachers," was to help teachers in ten school districts in Colorado overcome some of the obstacles to the use of local history in their classrooms. The assumption was that two of the major obstacles are the lack of prepared materials that could be brought conveniently into the classroom and the lack of training for teachers in the use of local history materials. Unlike other educational materials, those for local history cannot be replicated for national or state use and widely distributed. Each community or school district must assemble its own collection of indigenous materials. Locating primary source materials and converting them into instructional materials for the classroom takes more time and money than is available to most secondary school teachers or curriculum coordi-

nators. The development and use of such materials also require skills on the part of the teachers that few, if any, teacher-training programs have provided. A grant from the National Endowment for the Humanities and contributions from the ten participating school districts permitted this project to confront both of these obstacles. One teacher from each of the school districts was provided with the training, time, and money necessary for developing local history materials and related classroom activities for his or her district. Ten other teachers from each district also received training in the use of the materials.

Eleven teachers from ten Colorado school districts developed these materials and activities during a five-week local history institute held at the Social Science Education Consortium in Boulder. They met in three-hour sessions each weekday and continued to work independently in the afternoons. The sessions were held either in the classroom of the SSEC's Educational Resources Center or at nearby libraries, archives, and historic sites. The principal librarian or archivist at the Colorado Historical Society, the Western History Department of the Denver Public Library, and the staff of the Federal Archives at the Denver Federal Center were kept informed about the project, served on its Advisory Committee, and acted as consultants.

During the five-week institute, the teachers were introduced to a variety of available local history resources and source materials and were instructed in how these could be adapted to classroom use. Materials that they collected at the major repositories of Colorado history in Denver were supplemented with materials from libraries, museums, and municipal and county offices from their own communities, which the teachers collected during overnight and weekend trips home. The classroom materials and teaching activities that they developed from these source materials were tried out and critiqued during the institute sessions.

At the end of the institute, each teacher took back to his or her district a wooden U.S. Army surplus footlocker filled with local history materials and a teacher's guide containing detailed instructions for activities based on these materials. Although the contents of the footlockers or kits were not identical, they typically included a slide presentation based on historical photographs, taped oral history interviews, Sanborn fire insurance maps, sheets of photocopied pages from 19th-century city directories, photocopies and microfilm reels of manuscript census returns, photo-

copies or typescript copies of articles from old newspapers, maps and aerial photographs, and a variety of other primary source materials. The activities ranged from various analyses of social change based on city directory and census data to investigations of the technological and economic changes reflected in a series of photographs or newspaper advertisements.

Although few limitations other than financial ones were placed on the teachers during the institute, one basic requirement was made clear at the outset: any activity or set of materials included in a kit had to fit into some existing course in the school district's social studies curriculum. Local history was to be used as a means for achieving some history or social studies objective, not as an end in itself. The object of the project from the outset had been to help teachers use local history as a tool, not to develop separate courses that would compete with other courses in the social studies curriculum. Each school district had been assured that its participation in the project would not require curricular change. While immersing students in local history for its own sake might conceivably have some value, it is hardly a profitable undertaking so far as history and social studies education is concerned. Thus, each classroom activity had to have value beyond itself--as an instructive example, as a case study, as a variation on some broader theme, as contradictory evidence, or in some other way.

The teachers who took part in the institute did so as representatives of their school districts rather than as individual classroom teachers. We made sure that participation in the project was on a district basis in order to provide as much local institutional support as possible for the teachers who would become involved. The initial contact in every case was a phone call to the central administrative office of the school district. If the appropriate official there (usually an assistant superintendent for instruction) expressed an interest in having the district involved in the project, a formal letter of invitation quickly followed. In some cases, an individual in the superintendent's office continued to serve as the contact with the district; in other instances, the project director worked thereafter with the district's social studies specialist or the equivalent thereof. As tangible evidence of its commitment to the project, each district was required to contribute $100.00 toward the cost of the local history materials and $300.00 in released time to permit ten teachers to attend a one-day inservice session for instruction in the use of the materials. The district-

level identification was also reinforced by having the district select the teacher who participated in the five-week institute.

The five-week summer institute proved to be an effective device for developing local history materials and for generating enthusiasm for local history among the participating teachers. It gave the teachers sufficient time to see for themselves the enormous potential of local history, to find and assemble materials, and to develop appropriate teaching strategies. The daily meetings of the group provided a forum in which they could try out their ideas among sympathetic and helpful peers. Meeting for three hours each day also provided a rather intensive experience that resulted in a very high level of commitment and esprit among the teachers. Their responses on the participant evaluation forms, which were completed on the final day of the institute, were quite favorable. (See the attached copy of the project evaluator's report.)

The teachers who developed local history kits during the summer institute became "resource teachers" responsible for training other teachers to use the materials when they returned to their districts in the fall. Their principal responsibility was to direct a one-day inservice session attended by at least ten other teachers. At these sessions they demonstrated the materials and activities and provided information about local history resources available to teachers in the community. The project director attended the inservice session for teachers in the Boulder school district, which occupied a full day (from 9:00 a.m. to 3:00 p.m.). The materials in the kit were presented much as they were intended to be used in the classroom, with the teachers working through the activities as if they were the students. Representatives from the Boulder Public Library and the Boulder Historical Society were also present to describe local history resources available to teachers and students. Evaluation instruments were administered at each of these inservice sessions. The project's evaluation consultant notes in her report that "in all cases, there has been uniformly positive evaluation." Teachers were pleased to find out that the new materials existed and seemed eager to use them.

A large number of classroom teachers were exposed to local history and local history materials designed for their community through these inservice sessions. By the end of the school year nine of the ten participating school districts had held such a session. The one district that failed to

keep its commitment is a small district in the western part of the state in which a major reorganization of the central administration took place during the year. Even without the participation of this district, a total of 120 teachers attended the inservice sessions on local history. Four districts provided more than the ten teachers that they had agreed to provide for these sessions. Still other teachers were reached by a conference sponsored by the project and by sessions on local history at a regional social studies conference.

The first attempt to reach beyond teachers in the participating school districts was a one-day conference for Colorado teachers held November 7, 1980 at the University of Colorado in Boulder. Invitations were sent to the teachers in every junior and senior high school social studies department in the state. This conference also received extensive newspaper publicity as the result of a press release issued by the University of Colorado's News Service Office. (Copies of three of the newspaper stories inspired by this press release are included in the appendix.) The conference, entitled "Kids, Attics, and the Past, "was presented by the teachers who had attended the local history institute during the previous summer. In three concurrent sessions held throughout the day, they demonstrated activities from their kits. Teachers reported afterward that they were impressed by the fact that the conference went beyond the usual prescriptions about what teachers "ought to do" to include demonstrations about how to do it. The conferees could watch or become involved in local history activities that the presenting teachers had developed themselves and had actually used in their own classrooms. The conference evaluation forms, which were subsequently sent and returned by mail, are indicated a very favorable response. (Copies of the conference program, the invitation, and the roster of participants included in the appendix; evaluation data are included in the attached evaluation consultant's report.)

The institute participants also presented a double-session workshop on April 9 and 10 at the annual Rocky Mountain Regional Social Studies Conference held in Denver. The format was much the same as that of the November conference, with the teachers demonstrating their materials to other teachers. This time the audience was drawn from a much larger geographical region, with some 40 teachers from several Rocky Mountain and Plains states attending one or the other of the two sessions. These teachers evidently benefited

from the workshop, because the evaluation by the Rocky Mountain Regional staff indicated an average rating of between good and excellent.

Although the inservice sessions, the November conference, and the Rocky Mountain Regional Conference workshop were the project's major dissemination efforts, other activities deserve to be mentioned briefly. Two of the institute participants, Rebecca Crowder and Willis Knierim, presented a demonstration of their materials at the 1981 annual meeting of the Social Science Education Consortium. Ms. Crowder also wrote an article describing the project which will be published in Network News Exchange, the newsletter of the Society for History Education. (A copy is included in the appendix.) A notice of the completion of the project will also appear in the September 1981 issue of the newsletter of the Special Interest Group for History Teachers. The project director will submit an article-length manuscript about the project this fall to History Teacher or a similar journal. He has also received requests for and has sent copies of the project's grant proposal to individuals in New Mexico, Utah, Nebraska, and Georgia who have expressed interest in organizing similar projects for their states. Finally, a copy of the final performance report for the project will be submitted to the ERIC Clearinghouse for Social Studies/Social Science Education for inclusion in the Educational Resources Information Center data base.

How well has the project accomplished what it set out to do? Looking simply at what was done and how teachers responded to it, the evaluation consultant gave the project rather high marks: "This project had widespread influence and effect upon a great number of classroom teachers. The diffusion network was highly effective. . . . Overall, one must state that this was a most satisfactory project in all respects." The project produced 11 kits of local history materials with accompanying teachers' guides and student activities; these kits were made available to teachers in ten Colorado school districts, and minimum training in the use of these materials was provided to more than 200 teachers. In terms of producing materials and training teachers, the project accomplished its objectives.

However, the basic purpose of the project was to make the subject of history more meaningful and understandable to students through the use of local history materials and activities. Such an effort involves more than the successful development of local history kits. It entails getting the

new materials into classrooms and being able to demonstrate that students in those classrooms benefit from using them. It means defining the term "dissemination" broadly enough to include students as well as teachers who attend inservice sessions and conferences. How successful was the project at this level?

The answer depends upon one's perspective. If one takes a rather limited view of students and classrooms--the students of the 11 teachers who took part in the summer institute--the evidence indicates that students did use the materials and responded to them favorably. Altogether, 579 students had contact with the materials and reported on an evaluation form what they thought about them. Looking only at the top two numbers on the five-point Likert-like scales on which the students responded, 70 percent of them thought the materials were interesting, 43 percent thought they were more exciting than other social studies materials (85 percent responded that they were at least as exciting or more so), 46 percent would not mind working with local history materials for an entire semester (82 percent would like to do that at least once a week), 66 percent learned a great deal about their community by using the materials, and 72 percent wanted to find out more about the community's history. Unfortunately, this kind of evaluation device indicates only whether the students were favorably or unfavorably disposed toward the local history materials; it does not tell us whether the use of the materials actually helped these students learn more about the Great Depression, the assimilation of immigrants, or the role of women in the 19th century. One can only cautiously say that students of the teachers who went through the five-week institute did become exposed to the local history materials and tended to respond favorably to them.

There is, of course, a broader perspective that must be considered: What about other students in the participating school districts? Did they use the materials, and did they respond favorably to them? The reason for school district involvement and the inservice sessions for other teachers from each district was to broaden the universe of classrooms and students. As one measure of the breadth of this universe, the developer of each kit was asked to make sure that the school district kept a log of each time the kit was checked out of the instructional materials center. Unfortunately, this information was never collected. However, conversations with the

institute participants who developed the kits indicate that only a few of their colleagues ever bothered to check out the kits. In the absence of evidence to the contrary, one must assume that relatively few students beyond the classrooms of the institute participants have used the materials. The materials have reached hundreds of students, but not the thousands that the project had hoped to reach.

Why did the project fail in this respect? The answer almost surely lies in the one-day inservice sessions that were designed to train other teachers to use the local history materials in the kits. These sessions were evidently the weak links in the dissemination/implementation system. During these sessions the teachers were introduced to the materials, but they evidently were not persuaded that they should use them in their own classes. In other words, exposure to the new way of teaching did not automatically lead to its implementation. It is important to keep in mind that most of the institute participants had had little exposure to local history when they first became involved in the project. As one of the teachers explained to the evaluation consultant, "At first, I didn't know what was going on, and I wondered if this would be a wasted summer. Now I am so hooked, my friends tell me I'm a big bore talking all the time about census data." Most of these teachers did end up strongly committed to the use of local history. Something obviously happened to them during the course of the summer which created the commitment--something that did not have a chance to happen to their colleagues back in the school districts. Their commitment presumably was the result of the substantial amount of time, effort, and individual creativity that they invested in the local history approach while developing the kits. The one-day inservice sessions could not begin to measure up to that experience.

The question remains whether it is possible to expand the circle of commitment to ensure broader implementation of a project of this kind. The most obvious strategy--involving all of the teachers in a significant way in the development stage of the project--would have been prohibitively expensive, since it would have meant bringing 120 teachers rather than 11 to Boulder for the five-week institute. Yet one suspects that a mere token involvement of these other teachers would have produced results not very different from those achieved. Lacking an obvious solution to this problem, it may be best for those of us interested in promoting the use of local

history in the schools to scale down our expectations. To have influenced 11 teachers and the hundreds of students that they can involve in local history activities each year is perhaps not an insignificant accomplishment.

APPENDIX

BEST COPY AVAILABLE

An Invitation To

KIDS, ATTICS, AND THE PAST

A conference designed to help teachers use local historical resources to enrich their history and social studies courses.

Friday, November 7, 1980

University Memorial Center, University of Colorado, Boulder

Eleven Colorado secondary school teachers will demonstrate materials and activities that they have developed for their own classrooms. Participants will receive sample activities and hands-on materials, information about a variety of local history resources, and advice about seeking funds for local history projects.

Program

8:45-9:15

Why Not Local History?

9:15-10:30

An Embarrassment of Riches: Sources of Local History in Colorado.

10:45-11:45

Teaching About Migration, Ethnic Groups, Growth, and the Environment with Local History Sources

12:00-1:30

Luncheon

1:30-2:30

Teaching About Work, Women, Children, and Families with Local History Sources

2:30-3:30

Funding for Local History Projects

3:30-4:30

Sharing Ideas about Classroom Uses of Local History

Sponsored by the Department of History, University of Colorado, Boulder, with assistance from the National Endowment for the Humanities. The fee for the conference is $10.00, which includes luncheon and the cost of take-home materials. All participants must pre-register by returning the attached form with payment to Matthew T. Downey, Department of History, University of Colorado, Boulder, CO 80309 by October 31. The check should be made out to the Department of History, University of Colorado.

Name

Address

School

KIDS, ATTICS, AND THE PAST
UNIVERSITY MEMORIAL CENTER
UNIVERSITY OF COLORADO, BOULDER
November 7, 1980

Participants

Patricia L. Austin
146 Baylor Way
Longmont, CO 80501
Skyline H.S.

Sue Badgett
10215 Lexington Dr.
Colorado Springs, CO 80908
Air Academy Jr. H.S.

Mark Baker
1100 Daphne
Broomfield, CO
Broomfield Jr. H.S.

Linda Becker
7628 Simms St.
Arvada, CO 80005
Pecos Jr. H.S.

Pam Burns
1315 Mapleton Avenue
Boulder, CO 80302
Sacred Heart Jr. H.S.

Doris J. Cain
822 South Race
Denver, CO 80209
Abraham Lincoln H.S.

Tom Carlson
4050 East 14th Avenue
Denver, CO 80220
Gove Jr. H.S.

Wayne Carlson
Brush School District RE-2
Brush, Colorado 80723

Kendra J. Cheese
7755 Carr Ct.
Arvada, CO 80005
Alameda Sr. H.S., Lakewood

Andrew Chismar
1600 Lancer Drive
Fort Collins, CO 80520
Lincoln Jr. H.S.

Jack Cousins
School of Education
University of Colorado
Boulder, CO 80309

Dorsey Cox
16100 E. Smokey Hill Rd.
Aurora, CO 80015
Smokey Hill H.S.

Thelma Culver
10215 Lexington Dr.
Colorado Springs, CO 80908
Air Academy Jr. H.S.

Wayne Cutowsky
920 West 29th St.
Loveland, CO
Loveland H.S.

William Determan
9497 W. 89th Place
Westminster, CO 80020
Wheatridge Sr. H.S.

Linda Difford
2545 Tabor St.
Lakewood, CO 80215
Creighton Jr. H.S.

Don Dillehoy
400 West Avenue
Brush, CO 80723
Brush H.S.

Matthew T. Downey
Department of History
University of Colorado
Boulder, CO 80309

Vic Doyle
400 West Avenue
Brush, CO 80723
Brush H.S.

Barbara L. Droessler
12095 Montview Blvd.
Aurora, CO
North Middle School

Joe Elsen
400 West Ave.
Brush, CO 80723
Brush H.S.

Karen Fain
12643 E. Bates Cir.
Aurora, CO 80014
Montbello Jr.-Sr. H.S.

Thomas Fischer
14th and Parkway, #12
Lamar, CO
Wiley Consolidated Schools

Lou Ann Fishering
P. O. Box 1084
Breckenridge, CO
North H.S., Denver

James L. Garberding
4204 Highway 78
Pueblo, CO 81005
Roncalli Middle School

Karen D. Gerlich
7146 South Franklin Way
Littleton, CO 80122
Heritage H.S.

Susan Gutowsky
1418 Stonehenge Dr.
Ft. Collins, CO 80525
Boltz Jr. H.S.

KIDS, ATTICS, AND THE PAST - Participants (p. 2)

Bob Greene
2005 Norwood
Boulder, CO 80302
Centennial Junior H.S.

Pat Hamilton
1042 Xenophon
Golden, CO 80401
Creighton Jr. H.S.

Charles Hartman
1170 Juniper Avenue
Boulder, CO 80302
Base Line Jr. H.S.

Alan Hawkins
10215 Lexington Dr.
Colorado Springs, CO 80908
Air Academy Jr. H.S.

Ray Holmes
407 West Broadway
Sterling, CO 80751
Sterling H.S.

Ray E. Jenkins
1250 Chambers Rd.
Aurora, CO 80011
Hinkley H.S.

Skip Jensen
16100 E. Smoky Hill Rd.
Aurora, CO 80015
Smokey Hill H.S.

Ginny Jones
611 Arapahoe
Boulder, CO 80302

Beverly Jordan
2 So. Birch Street
Denver, CO 80222
Aurora Hills Middle School

Sarah Kauffman
5000 Butte #104
Boulder, CO 80301
Pomona H.S.

Willie Knierim
10300 South Boulder Road
Lafayette, CO 80026
Centaurus H.S.

Carol Kucera
1215 S. Grape St.
Denver, CO 80222
Lincoln H.S.

Sheila Lemley
RR 1, Box 47
Grover, CO 80729
Pawnee Jr.-Sr. H.S.

Dennis Lopez
202 9th Street
Alamosa, CO 81101
Alamosa H.S.

Robert Lowenberg
2842 High School Road
Castle Rock, CO 80104
Castle Rock H.S.

Leigh McCurry
7053 South Johnson St.
Littleton, CO 80123
Heritage H.S.

Bill McKelvie
Box 664
Steamboat Springs, CO 80477
Steamboat Springs H.S.

Robin McKinley
1201 21st Avenue
Greeley, CO 80631
Maplewood School

Tim Markham
1245 22nd S.W.
Loveland, CO
Conrad Ball Jr. H.S.

Barbara Miller
1085 Peoria St.
Aurora, CO
Aurora Public Schools

Franklin Moore
Colorado Springs, CO 80907
Russell Junior H.S.

Beth Murphy
1900 Downing
Denver, CO 80218
Boettcher School

Tim O'Connor
P. O. Box B
Monument, CO 80132
Lewis Palmer H.S.

Keith Okamoto
Brush School District RE-2
Brush, CO 80723

George Pilcher
Department of History
University of Colorado
Boulder, CO 80309

Holly Y. Rechel-Felmlee
Box 89
Moffat, CO 81143
Moffat Cons. School

Judith Riley
545 W. Davies Way
Littleton, CO 80120
Euclid Jr. H.S.

Karen A. Rosenquist
6334 S. Jay Way
Littleton, CO 80123
Morey Jr. H.S.

Gail Schatz
1250 Chambers Road
Aurora, CO 80012
Hinkley H.S.

Alice Smith
4344 Valencia Circle
Colorado Springs, CO 80917
Sabin Jr. H.S.

David Smith
10215 Lexington Dr.
Colorado Springs, CO 80908
Air Academy Jr. H.S.

Jim Stabler
10215 Lexington Dr.
Colorado Springs, CO 80908
Air Academy Jr. H.S.

Debbie Stein
12095 Montview Blvd.
Aurora, CO 80010
Aurora North Middle School

KIDS, ATTICS, AND THE PAST - Participants (p. 3)

Peg Stenfors
11379 Birch Ct.
Thornton, CO 80233
Pecos Jr. H.S.

Tom Streff
711 Iowa
Palisade, CO 81526
Palisade Jr.-Sr. H.S.

Linda Stroud
13200 E. Jewell Ave., #202
Aurora, CO 80012
Aurora Central H.S.

Wayne C. Sundberg
2901 Greentree Cr.
Fort Collins, CO 80521
Lincoln Jr. H.S.

Lori Teragawachi
1220 Clayton
Denver, CO 80206
William Smith H.S.

Robert S. Weber
211 South Main
Fountain, CO 80817
Fountain Jr. H.S.

Rex Whisman
421 Hale Street
Wray, CO 80758
Idalia H.S.

William G. White
Jefferson Co. School Dist.
1209 Quail
Lakewood, CO 80215

Chuck Woodward
1300 S. Sable
Aurora, CO 80001
Gateway H.S.

Betty Wojahn
3924 Hwy 119
Space 174 Ivy
Longmont, CO 80501
Mead Jr. H.S.

Randy Zila
Brush School District RE-2
Brush, CO 80723

Rand E. Fay
Box 143
Paonia, CO 81428
Paonia H.S.

Carol Horle
Colorado Historical Society
1300 Broadway
Denver, CO 80203

Betty Hinkle
Director, Title IV Programs
Colorado Dept. of Education
Room 418
201 E. Colfax
Denver, CO 80203

Kathlene ~~W~~ Lemmon
Executive Director
Colorado Humanities Program
855 Broadway
Boulder, CO 80302

Catherine Edwards
Arapahoe and 17th Street
Boulder, CO 80302
Boulder High School

KIDS, ATTICS, AND THE PAST

UNIVERSITY MEMORIAL CENTER
UNIVERSITY OF COLORADO, BOULDER

November 7, 1980

8:45-9:15 General Session UMC 157

Greetings: George Pilcher, Chair, Department of History, UCB

Why Not Local History?
Matthew T. Downey, Department of History, UCB

9:15-10:30 An Embarrassment of Riches: Sources of Local History in Colorado

A panel of Colorado teachers: Willis Knierim, Robin McKinley, Rebecca Crowder, Andrew Chismar, Tom Streff, Robert Lowenberg, Jim Garberding

10:30-10:50 Coffee Break

10:50-11:50 Teaching About Migration, Growth, Ethnic Groups and the Environment With Local History Sources

1. Migration and Ethnic Groups UMC 157

"Migration West"
Andrew Chismar, Lincoln Jr. High School, Fort Collins
"Racial Problems in a Frontier Town"
Tom Carlson, Gove Jr. High School, Denver

2. Growth UMC 158

"Mapping the Growth of a Town"
Franklin Moore, Russell Jr. High School, Colorado Springs
"From Horse and Buggy to Automobile: Growth and Change in the Downtown Area"
Tom Streff, Palisade Jr-Sr High School, Palisade

3. The Environment UMC 159

"Architecture and the Built Environment"
Robert Lowenberg, Castle Rock High School, Castle Rock
"Boulder through Architecture"
Catherine Edwards, Boulder High School, Boulder

12:00-1:30 Luncheon UMC ASPEN ROOM

1:30-2:30 Teaching About Work, Women, Children, and Families With Local History Sources UMC 157

1. Women and Children

"Women at Work, 1880-1900"
Robin McKinley, Maplewood School, Greeley
"Children at School: Then and Now"
Pam Burns, Sacred Heart Jr. High School, Boulder

2. Work and the Cost of Living UMC 158
   "Life and Work in a Coal Town"
   Willis Knierim, Centaurus High School, Lafayette
   "From General Store to Super Market: From Model T. to Mark IV"
   Ray Holmes, Sterling High School, Sterling

3. Families UMC 159
   "One Family's Journey"
   Rebecca Crowder, Casey Jr. High School, Boulder
   "Families and the Great Depression"
   Matthew T. Downey, Department of History, University of Colorado, Boulder

2:30-3:30 Funding for Local History Projects UMC 157

Betty Hinkle, Director, Title IV Programs,
Colorado Department of Education

Carol Horle, Director, Local Assistance Grants,
Colorado Historical Society

Kathlene S. Lemmon, Executive Director,
Colorado Humanities Program

3:30-4:30 Sharing Ideas About Teaching With Local History UMC 157

BEST COPY AVAILABLE

Centaurus teacher involved in local history project

"Kids, Attics and the Past," a conference for Colorado secondary school teachers on using local historical resources to enrich social studies courses, will be Friday, Nov. 7, at the University of Colorado.

Eleven Colorado secondary school teachers will demonstrate to 100 conference participants the materials and activities they have developed for their own school districts and have used in their own classrooms. These kits and accompanying instructor's guides were products of a summer institute for teachers at CU-Boulder.

Mr. Willis Knierim, Social Studies teacher at Centaurus High School, is one of the 11 teachers who have been involved in the project, and he will present his activities on the Economic History of the country in the Coal Mining Era. Mr. Knierim's lessons look at national events as well as local happenings which affected history.

Sponsored by the CU-Boulder History Department and the National Endowment for the Humanities, the conference is an awareness-raising segment of a four-stage project entitled "Side Streets: a Local History Project for Colorado Teachers." Mathew Downey, professor of history at CU, is project director.

As part of the project, Mr. Kneirim will conduct a Boulder Valley School District in-service training program and the 10 other participating teachers will conduct similar training programs in their school districts.

Despite long-standing and widespread interest in using local history in the classroom the approach never has been used widely in the secondary schools, Downey said. "It is a classic example of an educational idea that is highly acclaimed but poorly disseminated and seldom used."

A typical kit on local history might include: slides taken from historical photographs; photocopies of an 1890 city directory with instructions on how they can be used to analyze the economic opportunities in a 19th century Western town; a walking tour of historic areas of the town; census data tracing the life cycles of typical families; microfilmed local newspapers for discovering the local impact of war, depression or major technological changes.

"New materials tend to go unused unless teachers are provided basic in-service training on how to use them," Downey said. "By combining an effective approach to the teaching of history with adequate teacher training, the project will have a substantial impact on how students in the participating school districts learn history."

WILLIS KNIERIM checks an activity in his local h
kit, in preparation for the CU social studies confer

BEST COPY AVAILABLE

Learning Aid for Students

'History Kits' Offered

By ANN GUNN
For the Camera

More students would enjoy history if they could actually see it instead of just read about it, says Matthew Downey, a history professor at the University of Colorado.

Downey has invented what he calls "history kits," projects he said will "make the study of history a more interesting and valuable experience for students in Colorado's secondary schools."

In April, Downey was awarded a grant by the National Endowment for the Humanities for his project "Kids Streets: Local History Project for Colorado Teachers."

History teachers from 11 school districts, including Boulder Valley, attended a conference this summer, where Downey presented the outline for a local history kit teachers could make with historical information from their own towns.

Each kit should contain "a potpourri of materials, activities and historical resources which can be used to integrate local history into a variety of existing history courses," said Downey.

Such a kit might include slides of historical photographs, photocopies of an 1880s city directory with instructions for analyzing the city's economic opportunities, a walking tour of historic areas in the town, and a taped interview with a local worker about the working conditions of 50 years ago.

Camera Staff Photo by Gary Rule

LIVING HISTORY — Matthew Downey believes more people would enjoy history if they could actually see it. To that end, Downey has developed "history kits."

"These kits will allow the teachers to draw upon tangible examples in their history classes. This method will provide the students with a conceptual knowledge about how something affects people's lives," said Downey.

"It's one thing to read and discuss the effects of industrialization, for example, and quite another thing to be able to see what it does to people's lives," he added.

Fay Metcalf, a history teacher at Boulder High School, uses Downey's method to teach some of her classes.

Not many high schools teach local history classes, Downey said. In secondary school, the kits could provide local material which illustrates national or international events being discussed.

Downey uses the kit in his urban American history course at the University.

"I use Boulder as a concrete example for this class. The students have a different insight into history when they can experience it. It lets them get into the real stuff," said Downey.

On Nov. 7, the teachers who developed their own kits demonstrated them at a conference, "Kids, Attics and the Past," at CU.

"Many teachers have found local history a useful device for getting students interested in the past, for introducing them to broader historical developments and for developing various intellectual skills," he said.

"This approach to teaching history will not be used much until teachers are provided with the necessary training, support and materials," said Downey.

Supplement Prepared by CU-Boulder Public Information Office

Downey Directs Project

"Side Streets: A Local History Project for Colorado Teachers" is a four-stage project for Colorado secondary school teachers on using local historical resources to enrich social studies courses. Matthew T. Downey, professor of history at CU-Boulder, is project director.

Eleven Colorado secondary school teachers developed a kit of local history materials and activities at a summer institute for teachers at CU-Boulder for the initial phase of the project.

During a November conference at CU-Boulder, the teachers then demonstrated these kits to 100 other teachers and described their experiences in using these kits in their own classrooms.

Local in-service training programs were held this fall in each participating school district to explain the local history program and kit to teachers in the district.

Final component of the project will be a program session, clinic and impact report at the annual meeting of the Rocky Mountain Regional Social Studies Conference in Denver.

"The use of local history and local historical sources, including local people, can make historical developments more concrete, interesting and understandable for students in Colorado secondary schools," Downey said. "The interesting and humanistic dimensions of the past sometimes are found more easily on the side streets of historical experience than on the main roads."

Yet, despite long-standing and widespread interest in using local history in the classroom, the approach never has been used widely in the secondary schools, he said. "It is a classic example of an educational idea that is highly acclaimed but poorly disseminated and seldom used."

Downey hopes his project will remedy this situation in Colorado.

The local history resource kits prepared for use by participating districts contain "a potpourri of materials, activities and historical resources which can be used to integrate local history into a variety of existing history courses," Downey said.

A typical kit might contain:

—A set of slides taken from historical photographs with an accompanying script or historical narrative.

—Photocopies of an 1890 city directory with instructions on how they can be used to analyze the economic opportunities available in a 19th century Western town.

—A walking tour of historic areas of the town.

—Records of the success or failure of local business enterprises.

—A cassette-taped interview with a local craftsman or farmer about the working day of 50 years ago.

—A series of newspaper editorials presenting political issues of the Progressive Era in a local context.

—Census data tracing the life cycles of typical families.

—Microfilmed local newspapers for discovering the local impact of war, depression or major technological change.

"New materials tend to go unused unless teachers are provided basic in-service training on how to use them," Downey said. "By combining an effective approach to the teaching of history with adequate teacher training, the project will have a substantial impact on how students in the participating school districts learn history."

Using local history resource kit, Casey Junior High School students work with oral history teacher Becky Crowder to prepare maps of long-ago Boulder.

BEST COPY AVAILABLE

Article for Network NewsExchange on using and production of local history in the social studies classroom

by Rebecca M. Crowder 3665 Endicott Boulder, Colorado :Casey Jr. Hi.

In July 1980, Dr. Matthew Downey, Professor of History at the University of Colorado, held a seminar for eleven teachers in the state of Colorado to learn about and prepare a local history kit for their respective school districts. This project was undertaken with a federal grant from the National Endowment for the Humanities. The philosophy behind this undertaking was to create an interest in local history study using primary source data and materials so that students can learn that history goes beyong the classroom and textbooks.

As the seminar began, exciting discoveries were made regarding the materials available for teachers to apply in their classrooms to revitalize their teaching of local history, United States history, and world history. The teachers were exposed to projects and ideas from many others working in the field of local history studies. Some of the materials included walking field trips, architectural field trips, slide/tape presentations, oral history tapes and transcriptions, aerial photographs, maps, manuscript census data, printed census data, Sanborn Insurance maps, newspapers, pictures, museum memorabilia, and old directories. As teachers in the seminar were exposed to these primary data, they began to consider what aspects of their own local communities they would like to pursue and the availability of primary data for production of a kit for the local school district represented. The government and the school district provided money for the production of the kits and also for dissemination of information about them. In the seminar teachers were required to use a least six types of the materials discussed in the production of their kit. Many used more and some all.

It was an exciting and awakening experience to begin to dig deeply into my district's local history. My district is the Boulder Valley RE-2. My task was to create a local history kit on Boulder, Colorado. Another teacher from our district also created one on the Louisville/Lafayette area. Each kit was to be the creation and inspiration of the designer, the teacher.

My kit includes fourteen packets for use at the Middle Level of a K-12 social studies curriculum. Each packet is a self-contained activity for the specific objectives it was designed to accomplish. A teacher's manual for instructors was created so that the teacher using it could read and digest information about the kit and its packets before beginning use of any of the packets in the kit.

Each packet includes a teacher instruction sheet that lists the objectives, materials included, teacher pre-preparation, amount of time needed, level it is appropriate for, instructions and ideas for activities involving the use of the materials in the packet, and an evaluation procedure suggestion. Most of the packets have three to five activities that the teacher may desire to use. Some of the activities are very simple and take a small amount of time while others build on the earlier activities or can be used independently as more challenging experiences for the students.

The kit for Boulder, Colorado includes the use of primary source data to accomplish various objectives in the studies of local history, American history, or world history. Some of the objectives included are examination of a community's economic function, its social structure, an awareness of national and international events as seen through local material, migration patterns, the role of women, ethnicity and prejudice to name only a few.

Each teacher using the kit may pick and choose which packets and activities in each packet that they desire to use. The teacher need not feel that they are obligated to use the ideas for the materials in the packet. They may and hopefully will create ways of their own in using the packets as well. All one need do is deal with the materials included and let the imagination go. Each packet in the kit works on skills of inquiry and discovery, analysis, interpretation, hypothesis, reading, use of statistical data, listening, critical thinking, and decision making. Students become familiar in working with primary data and discovering data of their own to work with. The basic activities of the kit work with the data self-contained but will encourage each student to work beyond and even create a great enthusiasm for further study, research, and comparisons.

In using each packet teachers begin to see student's interest and enthusiasm for the area of history come alive. Students are fascinated to work with the primary data. As a matter of fact, my students found that they needed quite a while just to look at the unusual materials to discover what is was all about before I could even begin using the materials in the classroom as I had planned. Later, I will discuss some of the wasy in which I use materials from the kit of local history in the classroom.

Before teachers were able to check out the materials, a presentation was made by myself to other teacher of social studies through the district's inservice workshop. This was an all day affair in which teachers received a presentation of all the packets in the kit, an instruction book packet and a chance to ask questions and do some of the activities themselves. This was done in October 1980. Later, in 1981

this presentation and others on a simpler basis was presented to the teachers attending the Colorado Council of Social Studies Conference in Denver. The most recent presentation was done in June 1981 to the Rocky Mountain Regional Social Studies Conference in Boulder. As one can see, dissemination of information about local history and its use in the classroom was an important part of getting its exposure and interest generated. Since the kit and its packets have endless creativity as part of its design, it will continute to vitalize local history education as long as one cares to delve into it.

As I began using the kit in my classroom I found that I could incorporate parts of the kit and its packets in courses other than local history of Boulder. It became evident that I could easily use it in my Colorado History class to show migration to Colorado, for example. But I further discovered that I could use it in my American History classes to show how ideas and thinking on the local level reflected what was going on in the rest of the world and the nation. This could well be used to help students realize their local community's attitude about world events in a world history course. It could also be used in mathematics classes using some of the statistical exercises to find out various social change as well as practice mathematical functions that students must apply to come up with their hypothesis. I can even foresee the kit being used in a sociology course at the high school level to show social mobility, the role of women, flexibility in society, etc. The areas and ideas for use are numerous. An English teacher could use some of the kit materials for creative writing assignments and reinforcement of ideas learned in another part of the curriculum. Students could even explore writing styles of the past through editorials in old newspapers. They could do creative writing assignments after seeing a slide presentation on the early appearance of their city. Another idea might be to take the editorial packet of writings about war and analyze style, change, opinions,and attitudes to write an essay about their discoveries.

One of the activities that I like most in the kit on Boulder is the Family Study packet. In this packet there are photographs taken from our local Pioneer Museum about one early Boulder family, newspaper articles and editorials about the early family-the successes and problems-found in the Western History and Audio-Visual libraries at Norlin Library on the University of Colorado campus, legal court decisions, articles found in the Boulder Daily Camera's files, and manuscript census data for the years 1870, 1880, 1885 and 1900. With these materials the students are able to discover one Boulder family, the Andrew J. Mackey family. They can delve into the social mobility of the head of the household, discover economic movement, trace migration, glean controversy,

examine family ties in the community, and much more.

Another activity in the kit may continue and incorporate one previously done. The study of the family mentioned in the previous paragraph could be followed by a family comparison found in another packet with the Fonda family of Boulder. Even taking it a bit farther, using copies of the actual manuscrip census sheets for 1880 for the City of Boulder (copies made from microfilm of originals at the Federal Center in Denver, Colorado) students can begin to make statistical analysis of the types of households that existed long ago and compare them with their hypothesis of the way households are today. This could even lead the students into proof of their hypothesis and a survey of the community through research of their own. Many projects are group projects but can also be developed into individual projects as well.

Having an interest in geography and land use, I designed a packet in the kit to help students visualize and be able to compare the land use of a small portion of their city with the use of Sanborn Insurance maps found in the Western History library at the University of Colorado. I begin with students looking at an outline map of the area between 12th and 16th Streets and Pine and Front Streets. This square area is very near our school so students are very familiar with the area as it is today. The students are given a blank outline map and a data sheet from the late 19th century. Using the data sheet and agreed upon symbols, the students gegin to place the prescribed data (dwellings, churches, corrals, meat markets, etc.) on the blank outline map where they think that they should or would have been logically located at the time. When they are finished, they display and describe them for the rest of the class. Following the sharing of their hypothetical ideas, copies of the Sandborn Insurance maps of the period are handed out so that the students can compare the real with their hypothesis. Discussion follows as students try to rationalize the differences between reality of the past and their hypothesis. Values and what they have developed as a mind set today about spatial relationships is most interesting as it begins to unwind. Students are usually amazed to observe the competition and close proximity of locations of like dwellings or establishments. They are alos ver investigative about what areas they know today use to be like long ago. Other activities could follow this simple one done in the classroom. A more ambitious student of mine decided to do a research paper including pictures comparing the Boulder's Pearl Street in 1880 with its use and appearance today. The entire class might do a project in study of land use of the area today and involve a field trip to the Downtown Mall.

Old directories are another source of primary data that make student investigation become intriguing. One packet in the kit uses three directores from various years beginning with 1893 through 1920. Students have a chance to see what happened to people that they found in the first directory. Did they stay in the 1910 directory? 1920? Did they die? Did they move away? Another interesting aspect of the use of old directories and business directories is that they list the occupation of each person. This leads to a lot of enticing ideas of application for economic exploration of a community then and now. The ideas continue as one discovers that directories also have advertisements. Does this jog your thinking? One can use the imagination to come up with countless ways to apply this primary data.

Have you thought about oral history? Some libraries have tapes that various civic groups have done with older citizens of the community. Our library, Boulder Public Library, has numerous ones. And thanks to various organizations, many of the oral history tapes have been transcribed. In my kit I use some of the already previously done tapes to get at various aspect of life in our community long ago. I also found that I could make oral history tapes myself of residents who had been here quite some time to bring out other aspects that I could not find in the pre-made tapes at the library. If one ventures to make their own tapes, it is best to do some reading on oral history tape techniques before venturing forth as technique is all important in the results that will be obtained. Be sure to check your local library for books or articles on such techniques. I include one article that I found of guide points on interviewing for oral history in my kit. My students found it most interesting to listen to Dr. Ruth Flowers, former Black teacher in Boulder who died November 1980, as she tells about Boulder being a very prejudiced community as she was growing up. She also discusses how Boulder did not really open its thinking until 1954 with the coming of the National Bureau of Standards. As she talks about the affects of the depression, students begin to go back in time and compare her descritions then with what is happening now in our community with inflation and the economic crisis of 1981. These are only a few things that Dr. Flowers reminisces about . This type of approach to local history or attitudes can stir students into doing research of their own which could include production of a slide/tape presetnation. To enhance the oral tape I prefer to show slides of the person talking and what they are talking about so that students begin to feel the realness of history and people of the past. A side value of this type of approach is also helping young people value the older generation and their contributions.

Some teachers may feel that, if some local history has been used to teach various aspect of differenet types of history in the lower grade levels, it will become unuseful at the higher grades. I think that this is dependent on how creative the teacher in the classroom is and how creative they encourage their students to be. I, personally, cannot foresee any one of the kit activities leading to a student becoming "bored" if it is later used at another level. Certainly, the teacher must access the level of skill, interest of the students, and the appropriateness of the activity before engaging in it. Any activity in the kit has endless ways of exploration and expansion. A most creative teacher can even merely get ideas from the kit to expand their own creativity in designing packets or kits of their own.

The Federal Center in Denver, Colorado has most all of the census data for release on most cities up through 1910. Museums, libraries, newspapers, city planning offices, older residents, government documents, legal documents, federal aerial photograph center, historical societies, and others can provide a wealth of primary materials that a creative, interested, and dedicated person can use to develop a kit of his or her own on the area desired. Don't be afraid to try something new. It will take time and patience, but the rewards in the classroom and for stretching your students' minds are immense.

In most cases the packets in the kit have used have peaked my students' interest. I use the activities intermittently with other types of materials as too much and continual use of one particular method proves stifling. Sometimes, when I find that one of the activities in a packet is a little too simple for the group than I had thought, I abandon it or develop it on the spot into a more challenging level. Time will tell the impact of this type of teaching method and material use in getting concepts, values, and skills across to students. But generally so far, I have found that exposure to some of the local history primary data materials to work with gets the students so interested in the material that they are eager and willing to learn the skills necessary to use the materials and further study the subject from other materials. The kit gets the students involved in charts , pictures, statistical data, tabluations, communication, observations, maps, etc. so the rewards are most beneficial when it comes to skill testing and interpretations on most testing.

To conclude, I would like to point out that this project of kit composition took approximately six weeks but is in continual revision and expansion. You too can do a kit for your town or city if you but look around at the infinite resources available. If you do not have the time to devote

to developeing a kit yourself, it could be shared with several colleagues with each developing a different type of primary data use. Development by students in the classroom of a kit over a long period of time could result in the production you always wanted but never had the time to do. With a little wetting of the appetite, curiosity, and some instruction of availability of materials and methods, students will do a supurb creation, learn a lot in the process, and provide a learning tool for others.

EVALUATION REPORT

SIDE STREETS: A LOCAL HISTORY PROJECT FOR COLORADO TEACHERS

PROJECT # ES-10068-80-1096

Project Director:
Matthew T. Downey
Social Science Education Consortium, Inc.
855 Broadway
Boulder, CO 80302

Evaluator:
Fay D. Metcalf
2868 Loma Place
Boulder, CO 80301
(303) 442-2940

DESCRIPTION OF THE PROJECT

This project in local history was designed to introduce teachers to a variety of ways in which local historical resources can be used in secondary history and social studies classrooms. Selected teachers were to meet for three hours per day for five weeks in formal classroom sessions. They were also to take part in a number of field trips to museums, historical sites, libraries and archives. Each teacher was to develop a local history resource kit that contained a variety of materials, activities and historical resources which could be used by other teachers in their school districts. In addition, the institute teachers were to hold inservices explaining the use of the kit as well as to participate in both a fall and a spring workshop on local history. All of the activities designed to be inlcuded in this project were carried through with minor exceptions. Each is described below.

PROJECT ACTIVITIES

1. Preparatory Activities (Spring, 1980)

Participants were chosen on the basis of the criteria described in the grant proposal. Eventually, eleven rather than the planned twelve teachers were chosen. These people represented a variety of communities that ranged from a small, somewhat remote town in the western part of the state to Denver, the largest city and the capitol. Five teachers were from junior high schools, one from a middle school, and the remaining five represented high schools. Teaching experience also varied, with one teacher having been in the field over twenty years, and one who had taught for only one year. This mixture proved to be felicitous. Onsite visits to the institute confirmed that there was a nice blend of sophisticated, experienced teachers and enthusiastic beginners among the group. During the spring before the summer institute was held, Dr. Downey visited all of the teachers and several of the participating school district personnel to do a preliminary survey of the local history

resources in the particular communities. He also had two meetings with the advisory board at which time that group made useful suggestions about time-lines, research facilities and types of products the teachers might consider.

2. Local History Institute (June 23-July 25, 1980)

The five-week institute was held in the classroom and the resource center at the Social Science Education Consortium, Inc. This proved to be important to the success of the institute since this is also the site of the Eric Clearinghouse for the Social Sciences/Social Studies. Teachers were able to use the ERIC archives as they worked on their individual projects during the afternoons. Field trips were made to the Federal Records Center and Archives in Denver, the Colorado Historical Society Library, the Western History Division of the Denver Public Library and the Western History Department of Norlin Library, University of Colorado at Boulder. During each of these trips, directors of the institutions described the holdings of their records' center and helped the teachers to develop the skills necessary to do particular types of archival research. As teachers began to work on their projects and to use these resources, these people were on hand to answer additional questions or to help with problems.

In addition to this initial training, Dr. Downey had prepared worksheets for teachers to use in the classroom. These were also to provide experiences in dealing with a variety of research materials. At these sessions a number of projects or descriptions of projects were also made available to the participants to use for ideas as they began to formulate plans to take advantage of the resources of their own communities in assembling their "local history trunks." All of the participants were highly enthusiastic about the format of this institute as they not only received a good background before they began to assemble materials for their own projects, but they also were

able to file away ideas for use at a later time. This evaluator visited the institute during the two final days as the teachers were presenting their completed, or nearly completed project to their peers. All of the projects were creative and unique. It was evident from the comments made that there had been much interaction among the teachers both during the class time, and during the afternoons when the participants were working on their own to research and to develop their own materials. The evaluations of the institute itself were included in the appendix of the interim report and are included in the appendix to this report as well. Both of the questionnaires administered showed very positive responses.

3. One-Day District Inservices

The teachers carried out the local district inservice training programs in their home school districts. In all cases, there has been uniformly positive evaluation. Teachers in each of the school districts represented held inservices that ranged from two hours to a full day. They presented and described the materials contained in the kit that they developed and they also gave out information on the availability of local history sources to be found in their own communities. All of these institute teachers administered in-service evaluation instruments. Most of these were simple Likert-like check scales. All contained five-point scales of some type, and in every case the results ranged from 65.7% favorable to 99.9% favorable. On the Colorado Springs form that asked for comments, there were no negative remarks made. Typical positive comments were, "The most valuable aspect was informing the teachers as how to go about obtaining primary sources." "A Double day shot with some of the people you dealt with brought in would be nice." "Enthusiasm of the presenter." "Telling of sources of information." "Opening up a new vista on local history."

A remark from a Denver evaluation shows the type of involvement obtained. This group had been dealing with data on the geographic mobility of populations. The comment was, "Would typed census data be sufficient to enable using the units even if originals can't be reproduced?" It seems that a procedural question rather than an evaluative remark shows the involvement of that particular participant. Since these forms differed in construction, no attempt was made to collate responses. Sample forms are, however, included in the appendix.

4. November Conference

On November 7, 1981 a local history conference: "Kids, Attics and the Past," was held at the University of Colorado Memorial Center in Boulder.

Fifty-three people attended this conference. Although the majority of these teachers were from the Denver-Boulder metropolitan area, there were also people from the southern part of the state--Pueblo--and from the extreme northeast area--Brush, Colorado. Each of the summer institute participants presented an activity that had been developed for his own local history trunk. Presentations with a common theme were grouped so that those who attended the conference would be able to select sessions of greatest interest to them. The two sessions I attended were lively. In both cases there was a good deal of audience participation and the questions asked were pertinent. There was much enthusiasm expressed by the audience. Those teachers with whom I sat at lunch also were enthusiastic. Most of the conversation ranged around the notion that similar activities could be developed for their particular locality, and that this could be done with very little effort now that they were aware that such sources for doing history existed. No formal evaluation was held at this conference as there were so many sessions in so many different rooms and because it seemed that a delayed response might prove to be more interesting.

The conference was held in November. The follow-up questionnaire was

mailed in March. Response to the questionnaire was excellent, with over three-fifths of those who had attended "Kids, Attics and the Past" responding. Teachers did remember the sessions and thirty of the thirty-two teachers or curriculum developers said they would attend a similar workshop in the future. The collated response to this evaluation form may be found in the appendix.

5. Spring Workshops (April 9-10, 1981)

A double-session workshop was held at the Rocky Mountain Regional Social Studies Annual Meeting in Denver, Colorado on April 9 and 10. Institute participants again presented sessions during which they explained their projects and led the attending teachers through some of the activities they had developed. Again, the audience response was enthusiastic. A number of the people attending this session suggested ways they could adapt materials and strategies they were observing to their own situations. No separate evaluation was possible at this conference as the Rocky Mountain Regional conducted its own overall evaluation. The forms received from this group show the Thursday session of this presentation as receiving an "E" or excellent rating. The Friday session received a G^{++} rating. These instruments are included in the appendix. Personal comments by those attending the session also described the presentations as "excellent," although one young teacher said he felt the session was dull, and he wondered why, when the international scene was so tense, people would concern themselves with local history. Since the presentations were clearly labeled, one wonders why he chose this session to attend.

6. Overall Impact of the Project

a. Teachers

Those teachers who were participants in the summer project and who later presented their materials to other teachers, those teachers from the state of Colorado who attended the November conference, and those teachers from

the Rocky Mountain region who attended the April sessions all benefitted from the activities conducted through this project. The very modest investment reached a very large number of people. One cannot be certain how many of the secondary audiences will actually use ideas and materials in their classrooms, but surely, some of them will. What can be said with certainty is that those teachers directly involved in the institute as well as a number of their colleagues in their home districts have and will use local history materials in their social studies classrooms.

Another aspect of the success of this institute should be mentioned. There was a good deal of professional growth among the eleven institute participants. While a couple of these people had previously made presentations to their peers, most of them had never before taken part in sessions with state and regional representation. Several of them had never constructed complex teaching materials and none of them had engaged in original research of this type before. For all of these teachers, then, the experience was one of growth and exciting engagement in a new field of study. The one teacher with experience in local history, Robert Lowenberg, who with his students had previously written a history of their community, Castle Rock, Colorado, was totally enthusiastic. In a phone interview with him he said, "This was without doubt the most exciting, useful, and involving activity I have ever been engaged in." Ray Holmes from Sterling said, "At first, I didn't know what was going on, and I wondered if this would be a wasted summer. Now I am so hooked, my friends tell me I'm a big bore talking all the time about census data."

So greatly did the teachers develop competence and confidence that Dr. Downey and I, members of the Social Science Education Consortium in charge of the history section at the annual Roundup and unable to attend because of a conflict with National History Day, unhesitantly asked two participants,

Becky Crowder and Willis Knierim, to do a presentation in our absence. The experience was useful to them and they were well received. Frances Haley, Associate Director of the Consortium, said the session was very well received by Consortium members.

b. Students

Even though one does not know exactly how many Colorado students have benefitted from this project, we do know how some of the students of the institute teachers responded to the particular materials their teachers developed, and in one case, how these materials presented by a different teacher were received. Each of the institute teachers was asked to administer a questionnaire to the class in which he had used the materials he had developed. All but two of the teachers responded to this request. A copy of the questionnaire with collated responses is included in the appendix. Since there were no significant differences among the responses of middle school, junior high school and senior high school students, the tabulation includes responses at all three levels of instruction. Also included in the appendix are copies of a few of the students' responses to a presentation of Colorado Springs materials developed by Franklin Moore, but taught by Mrs. Alta Poppe of Russell Junior High School during an intersession of that year-round school. Overall, students were quite satisfied with their experiences. They seem to have had good opportunities to work with a number of the sources of local history.

7. General Comments

This project had widespread influence and effect upon a great number of classroom teachers. The diffusion network was highly effective. In speaking with Dr. Downey as I began this report, I asked him if there were any ways in which he would improve the project were he to do it over again. One suggestion he had was that it would be useful if the participating districts would

provide an opportunity for previous institute participants to take over the role of coordinator-director during one week of second institute. In this way, he felt, the new particpants might be able to more quickly develop the same kind of enthusiasm as the initial group. Certainly those who participated this first time around have maintained their excitement.

Overall, one must state that this was a most satisfactory project in all respects. It was well developed, it provided new strategies and new techniques to a great number of secondary social studies teachers, and it greatly enhanced students' perceptions of what can be learned from the disciplines of history and the social studies. The model should be disseminated as one in which a modest investment will pay off in quite widespread change.

APPENDIX

Included in this section are the instruments used for a more objective analysis of the project, "Side Streets: A Local History Project for Colorado Teachers." These include:

1. Two questionnaires administered to the initial institute participants.
2. Sample responses to the inservices the institute participants conducted in their home districts.
3. Collated responses to the November conference: "Kids, Attics and the Past."
4. "1981 Rocky Mountain Regional Conference For the Social Studies: Evaluation".
5. Collated responses of the student evaluations.
6. Comments by students who received local history instruction at Russell Junior High School.

All of the instruments used for this evaluation are on file in my office. Since they are very bulky, I am not inlcuding them in this report. Should you wish to see them, however, please let me know. They are available.

I.a FINAL EVALUATION QUESTIONNAIRE

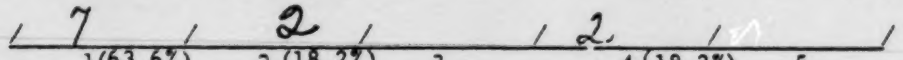
LOCAL HISTORY INSTITUTE EVALUATION

July 25, 1980

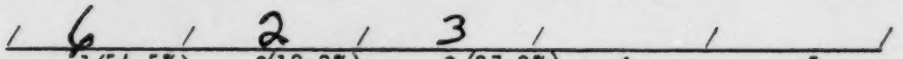
Please read each statement and circle the appropriate response. Comments are welcomed.

Participants responding to each choice is indicated in approximate percentage and actual number answering.

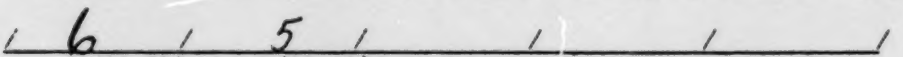
1. How clearly were the goals of this institute stated at the beginning?



2. How valuable was the session on June 26 at the Colorado Heritage Center?

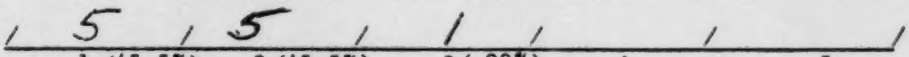


3. How valuable was the orientation session on June 27 at the Federal Archives?



4. How valuable was the orientation session at the Denver Public Library on June 30?

5. To what extent were the classroom sessions on using local history source materials to teach about economic growth and change useful to you?



6. To what extent were the classroom sessions on using local history source materials to teach about the family in history useful to you?

I.b

COLORADO DEPARTMENT OF EDUCATION
PARTICIPANT EVALUATION OF INSERVICE

2260-R-18.00

Within 60 days, the designated contact person shall submit a summary of the inservice evaluation findings for each program on forms supplied or approved by the Colorado Department of Education.

This is a sample evaluation form for the use of the school district or board of cooperative services sponsoring the inservice program. Do not return each individual evaluation form. A summary of the findings must be included as the Summary of Participant Evaluation. *

Institute on the Teaching of Local History — Title of Inservice

1635-0 — CDE Assigned Number

1. Were the objectives, goals and requirements of this course well defined and specified?

1 (.09%) Vague 2 3 (27.2%) 4 (.09%) 5 (54.5%) Well Defined

2. To what extent do you feel the course objectives were attained?

1 Not At All 2 3 (27.2%) 4 (27.2%) 5 (45.5%) Very Well

3. To what extent do you feel that the content of this course was well organized and sequentially developed in order to assure optimum learning?

1 Unorganized 2 (.09%) 3 (18.2%) 4 (36.3%) 5 (27.2%) Well Organized

4. To what extent do you feel this course has contributed to your professional development?

1 None 2 3 (.09%) 4 (27.2%) 5 (63.6%) Major Contribution

5. To what degree do you feel that you will be able to incorporate what you have learned in this inservice into your own assignment?

1 Not At All 2 3 (.09%) 4 (36.3%) 5 (54.5%) Very Well

6. With respect to your professional development how does this inservice compare with similar college courses you have taken?

1 Unfavorable 2 (.09%) 3 4 (27.2%) 5 (54.5%) 6 (.09%) Favorable

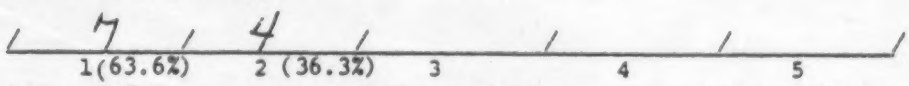
7. Was the subject matter presented effectively by the instructor?

1 Ineffectively 2 3 (.09%) 4 (54.5%) 5 (36.3%) Very Effectively

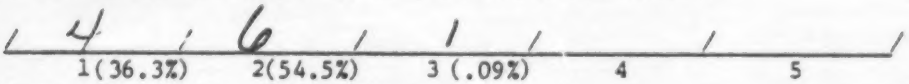
(OVER)

*Approximate percentages of responses.

7. To what extent were the classroom sessions on using local history source materials to teach about social class, social mobility, and geographical mobility useful to you?

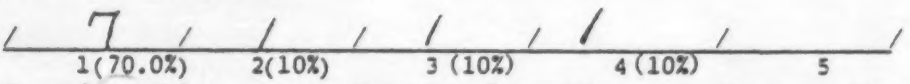


8. How well organized were the classroom presentations?



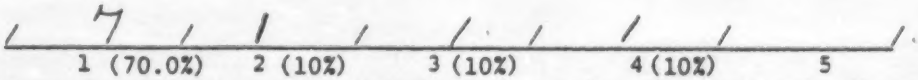
9. Did you find the presenter knowledgable about the uses of local history materials?

10. How did this institute compare to other similar institutes or workshops that you have attended?

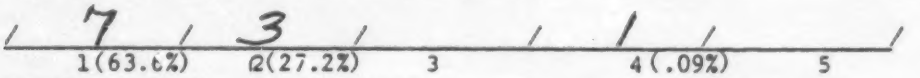


One person did not respond to question 10 and 11

11. How did this instructor compare to other instructors in similar institutes or workshops?



12. To what extent did this institute accomplish what it set out to do?



13. The most valuable aspect of this institute was: (most common answer)

Exposure to the resources of local history and ways to use these resources

14. The least valuable aspect of this institute was: (most common answer)

Lack of time to develop as many activities as participants would have wished to do.

8. Did the instructor exhibit broad background and knowledge of subject matter?

1 Weak 2 3 4 5 (100%) Strong

9. Rate the materials used in this inservice (text, films, handouts, etc.)

1 Inadequate 2 3 4 (18.2%) 5 (81.8%) Excellent

10. How would you rate this course in recommending it to another teacher/administrator?

1 Unsatisfactory 2(.09%) 3 4 (36.3%) 5 (54.5%) Excellent

11. Should this inservice be offered again?

1 No 2 3 (.09%) 4 (27.2%) 5 (63.6%) Definitely

COMMENTS: _____

_____

_____

_____

_____

_____

18.07 The Colorado Department of Education may survey inservice participants to assure the inservice program was conducted in accordance with the proposal.

2. Sample Responses to Inservice Programs

LOCAL HISTORY WORKSHOP
PUEBLO SCHOOL DISTRICT NO. 60

Location: Adm. Center
Date: November 13, 1980

EVALUATION

I. Please rate the workshop in terms of the following: (Circle your response.)

	Low				High
Organization	1	2	3	4	(5)
Format	1	2	3	4	(5)
Quality	1	2	3	4	(5)

II. Please rate specific components of the workshop: (Circle your response.)

	Low				High
"Pueblo Floods"	1	2	3	4	(5)
"Teacher's Kit"	1	2	3	4	(5)
Teachers' Guide	1	2	3	4	(5)
Selected Activities: "Pueblo Library"	1	2	3	4	(5)
"Walking Tour"	1	2	3	4	(5)

III. The most positive aspects of this workshop were:

Walking tour and exposure to the VAST amount of material in the Western Research Room

IV. The most negative aspects of this workshop were:

(weak coffee?) no complaints

V. Do you feel that this workshop has helped you gain insight into "re-charging" your local history teaching?

Yes ✓ No ____ Comments:

The "kit" will be most helpful Its fairly easy to use with little problems. Also its actually practical which is helpful at this and. Jim did much work. obviously

PLEASE RETURN EVALUATION TO DAN MARTINEZ

Please complete the following evaluation of the inservice:

1. To what extent do you feel that the contents of the kit were well organized and sequentially developed in order to assure optimum learning? (Circle One)

1 2 3 4 (5)
Unorganized Well organized

2. To what degree do you fell that you will be able to incorporate this kit into your assignment?

1 2 3 4 (5)
not at all very well

3. Would you recommend the use of this kit to another teacher?

1 2 3 4 (5)
Definently not definently

4. How valuable would the materials be to teach about economic growth?

1 2 3 4 (5)
not at all very useful

5. How valuable would the materials be to teach about racial prejudice, social class and social mobility?

1 2 3 4 (5)
not at all very useful

6. How well organized were the individual lessons?

1 2 3 4 (5)
not well organized very well organized

7. How well were the lessons presented?

1 2 3 (4) 5
not well presented very well presented

COMMENTS:

WOULD TYPED CENSUS DATA BE SUFFICIENT TO ENABLE USING THE UNITS EVEN IF THE ORIGINALS CAN'T BE REPRODUCED?

Sterling

COLORADO DEPARTMENT OF EDUCATION
PARTICIPANT EVALUATION OF INSERVICE

2260-R-18.00 Within 60 days, the designated contact person shall submit a summary of the inservice evaluation findings for each program on forms supplied or approved by the Colorado Department of Education

This is a sample evaluation form for the use of the school district or board of cooperative services sponsoring the inservice program. Do not return each individual evaluation form. A summary of the findings must be included as the Summary of Participant Evaluation.

Local History
Title of Inservice

Re-1 Valley - Ray Holmes
CDE Assigned Number

1. Were the objectives, goals and requirements of this course well defined and specified?

1 Vague 2 3 4 (5 Well Defined)

2. To what extent do you feel the course objectives were attained?

1 Not At All 2 3 4 (5 Very Well)

3. To what extent do you feel that the content of this course was well organized and sequentially developed in order to assure optimum learning?

1 Unorganized 2 3 4 (5 Well Organized)

4. To what extent do you feel this course has contributed to your professional development?

1 None 2 3 4 (5 Major Contribution)

5. To what degree do you feel that you will be able to incorporate what you have learned in this inservice into your own assignment?

1 Not At All 2 3 (4) 5 Very Well

6. With respect to your professional development how does this inservice compare with similar college courses you have taken?

1 Unfavorable 2 3 4 (5 Favorable)

7. Was the subject matter presented effectively by the instructor?

1 Ineffectively 2 3 4 (5 Very Effectively)

(OVER)

CDE 342 A-Rev. 2/80

8. Did the instructor exhibit broad background and knowledge of subject matter?

1 Weak 2 3 4 (5 Strong)

9. Rate the materials used in this inservice (texts, films, handouts, etc.)

1 Inadequate 2 3 4 (5 Excellent) very good

10. How would you rate this course in recommending it to another teacher/administrator?

1 Unsatisfactory 2 3 4 (5 Excellent)

11. Should this inservice be offered again?

1 No 2 3 4 (5 Definitely)

COMMENTS:

Very interesting an informative session. I think I will be able to incorporate much of this material in the social studies classes I teach

18.07

The Colorado Department of Education may survey inservice participants to assure the inservice program was conducted in accordance with the proposal.

Colorado Springs Public Schools

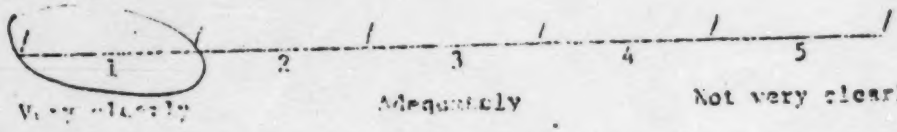
John Edward Hawk
Horace Mann Jr. High

LOCAL HISTORY INSERVICE EVALUATION

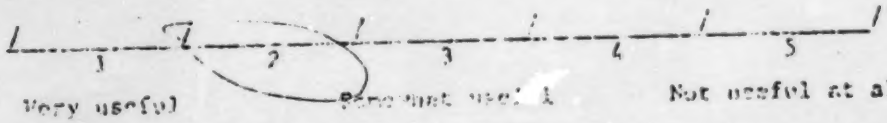
BEST COPY AVAILABLE

Please read each statement and circle the appropriate response. Comments are welcomed.

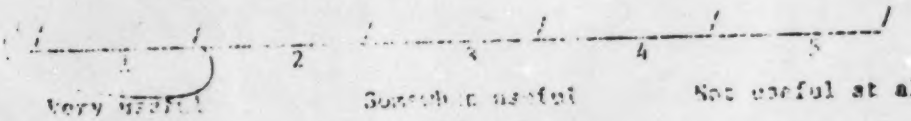
1. How clearly were the goals of this inservice stated at the beginning?



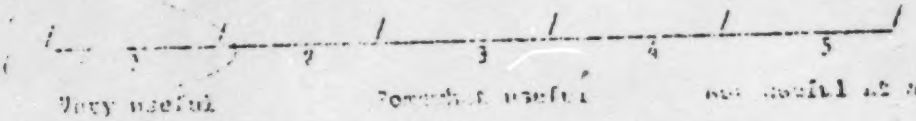
2. To what extent were the inservice sessions on using local history source materials to teach about economic growth and change useful to you?



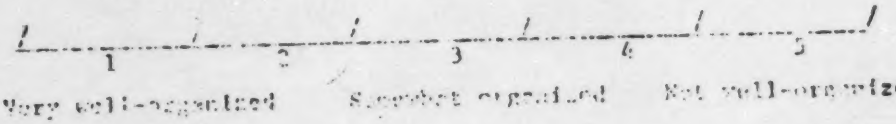
3. To what extent were the inservice sessions on using local history source materials to teach about family in history useful to you?



4. To what extent were the inservice sessions on using local history source materials to teach about social class, social mobility, and geographical mobility useful to you?

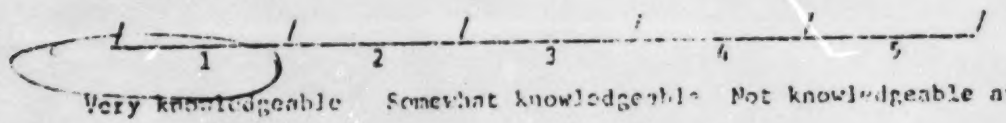


5. How well-organized were the inservice presentations?

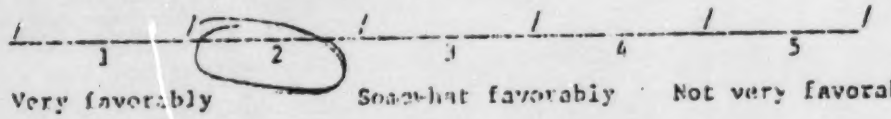


BEST COPY AVAILABLE

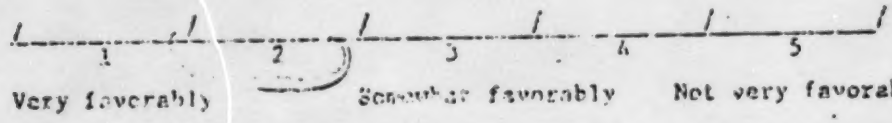
6. Did you find the presenter knowledgeable about the uses of local history materials?



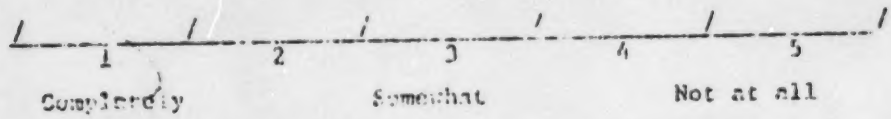
7. How did this inservice compare to other similar inservices or workshops that you have attended?



8. How did this instructor compare to other instructors in similar inservices?



9. To what extent did this inservice accomplish what it set out to do?



10. The most valuable aspect of this inservice was: Enthusiasm of presenter. Telling of sources of information. Checklist of ideas

11. The least valuable aspect of this inservice was: —

to add:
(1) Short trip in area to historical spots, ie Miami Cable museum etc.
(2) Available grants on local history
* (3) Available audio presentations
I would be interested in doing this with you, as I am into photography. I take lots of slides

Boulder Parochial Schools

BEST COPY AVAILABLE

LOCAL HISTORY INSERVICE EVALUATION

Please read each statement and circle the appropriate response. Comments are welcomed.

1. How clearly were the goals of this inservice stated at the beginning?

/ (1) / 2 / 3 / 4 / 5 /

Very clearly Adequately Not very clearly

2. To what extent were the inservice sessions on using local history source materials to teach about economic growth and change useful to you?

/ 1 / 2 / 3 / 4 / 5 /

Very useful Somewhat useful Not useful at all

3. To what extent were the inservice sessions on using local history source materials to teach about the family in history useful to you?

/ 1 / 2 / 3 / 4 / 5 /

Very useful Somewhat useful Not useful at all

4. To what extent were the inservice sessions on using local history source materials to teach about social class, social mobility, and geographical mobility useful to you?

/ 1 / 2 / 3 / 4 / 5 /

Very useful Somewhat useful Not useful at all

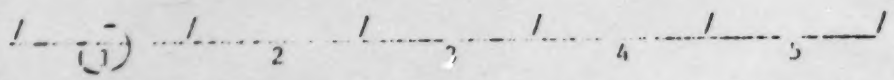
5. How well-organized were the inservice presentations?

/ 1 / 2 / 3 / 4 / 5 /

Very well-organized Somewhat organized Not well-organized

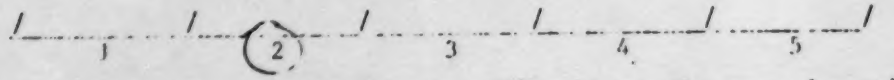
BEST COPY AVAILABLE

6. Did you find the presenter knowledgeable about the uses of local history materials?



Very knowledgeable (1) Somewhat knowledgeable Not knowledgeable at all

7. How did this inservice compare to other similar inservices or workshops that you have attended?

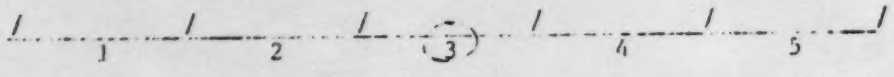


Very favorably (2) Somewhat favorably Not very favorably

8. How did this instructor compare to other instructors in similar inservices?

Very favorably (2) Somewhat favorably Not very favorably

9. To what extent did this inservice accomplish what it set out to do?



Completely (3) Somewhat Not at all

10. The most valuable aspect of this inservice was:

learning [illegible] the valuable [illegible]

11. The least valuable aspect of this inservice was:

[illegible]

LOCAL HISTORY WORKSHOP:
(BOULDER)

School Base Line

Department Soc St

Grade Level(s) taught 7, 8

Please evaluate the Local History Kit Workshop by responding to the following questions.

1. The workshop met my anticipated goals and objectives
   (a) yes
   b. no

2. I would use the Kit materials
   (a) yes
   b. no

3. The kit needs to be expanded
   (a) yes its great now!
   b. no

	(A) Adequate- Very Useful	(B) Useful	(C) Somewhat useful	(D) Not very useful	(E) Inadequate- Useless
4. I found the kit material	(A)	B	C	D	E
5. Presentation was	(A)	B	C	D	E
6. Organization of the workshop was	(A)	B	C	D	E
7. Instructions in the kit are	(A)	B	C	D	E
8. The materials are:					
a. Appropriate for Middle Level	(A)	B	C	D	E
b. High School	(A)	B	C	D	E
c. Elementary	(A)	B	C	D	E
9. The time for the workshop was	(A)	B	C	D	E

Good resource people!

ADDITIONAL COMMENTS: I would recommend having us do more activities and use less time for reading the activites. We could do that on our own. Its more informative to see an activity being done rather than reading about it. It was really informative and enjoyable. Thanks.

LOCAL HISTORY WORKSHOP:
(Louisville/Lafayette)

School Platt

Department Social Studies

Grade Level(s) taught 8-7

Please evaluate the Local History Kit Workshop by responding to the following questions.

1. The workshop met my anticipated goals and objectives
   a. (yes)
   b. no

2. I would use the Kit materials
   a. (yes)
   b. no

3. The kit needs to be expanded
   a. (yes)
   b. no

	Adequate- Very Useful (A)	Useful (B)	Somewhat useful (C)	Not very useful (D)	Inadequate- Useless (E)
4. I found the kit material	(A)	B	C	D	E
5. Presentation was	(A)	B	C	D	E
6. Organization of the workshop was	(A)	B	C	D	E
7. Instructions in the kit are	(A)	B	C	D	E
8. The materials are:					
a. Appropriate for Middle Level	(A)	B	C	D	E
b. High School	(A)	B	C	D	E
c. Elementary	A	B	C	D	E
9. The time for the workshop was	(A)	B	C	D	E

ADDITIONAL COMMENTS:

Nicely done!

3.

KIDS, ATTICS, AND THE PAST

UNIVERSITY MEMORIAL CENTER
UNIVERSITY OF COLORADO, BOULDER

November 7, 1980

Type of Respondent (circle one): Teacher 30 Curriculum Specialist 2 Other _____ (specify)

For each question below, please circle the appropriate response. Comments are welcome.

1. How interesting was the total workshop?

1	2	3	4	5
very dull	(1)	moderately interesting (5)	(12)	very interesting (14)

2. How useful do you feel the information you received at this workshop will be?

1	2	3	4	5
extremely useful (5)	(8)	moderately useful (13)	(3)	not useful (1)

3. How well did you like the format of this workshop?

1	2	3	4	5
extremely well (8)	(14)	it was adequate (4)	(6)	not at all

4. How many of the ideas presented at the workshop have you actually used?

1	2	3	4	5
none (4)	a few (9)	a moderate amount (15)	quite a few (4)	a great many

5. To what extent do you feel this workshop has contributed to your professional development?

1	2	3	4	5
none (1)	(2)	(12)	(15)	a major contribution (1)

As you will recall, the workshop was divided into a number of sessions. For each session you attended please check the appropriate comments in the right hand column.

Session:	The presentation was: clear	useful	practical	adaptable	applicable	provocative	boring	poorly expressed
1. An Embarrassment of Riches: Sources of Local History in Colorado (A Panel of Colorado Teachers)	12	14	12	8	13	4		
2. Migration and Ethnic Groups								
a. Migration West (Andrew Chismar, Fort Collins)	3	4	3	6				
b. Racial Problems in a Frontier Town (Tom Carlson, Denver)	3	1	3	5	3	1	1	

Session:

	The presentation was: clear	useful	practical	adaptable	applicable	provocative	boring	poorly expressed
C. Growth								
1. Mapping the Growth of a Town (Franklin Moore, Colorado Springs)	9	9	5	10	6	3	1	1
2. From Horse and Buggy to Automobile: Growth and Change in the Downtown Area (Tom Streff, Palisade)	5	7	4	6	4	1	1	1
D. The Environment								
1. Architecture and the Built Environment (Robert Lowenberg, Castle Rock)	12	16	11	16	12	10	2	
2. Boulder Through Architecture (Catherine Edwards, Boulder)	5	8	9	6	3	4	1	
E. Women and Children								
1. Women at Work (Robin McKinley, Greeley)	2	4	3	1	3	1	1	
2. Children at School: Then and Now (Pam Burns, Boulder)	3	5	3	1	2			
F. Work and the Cost of Living								
1. Life and Work in a Coal Town (Willis Knierim, Lafayette)	6	4	6	5	5	2		
2. From General Store to Supermarket (Ray Holmes, Sterling)				1	1			
G. Families								
1. One Family's Journey (Rebecca Crowder, Boulder)	7	6	3	7	4	6		
2. Families and the Great Depression (Matt Downey, Boulder)	4	8	5	6	5	4		
H. Funding for Local History Projects								
1. Betty Hinkle, Colorado Department of Education	3	4	3	1	2		5	4
2. Carol Herle, Colorado Historical Society	3	5	2	2	2		4	4
3. Kathleen S. Lemmon, Colorado Humanities Project	3	6	2	2			4	4

6. Would you attend a similar workshop in the future? Yes 30 No 2

7. Would you be willing to make a presentation at a similar workshop? Yes 11 No 17

Comments:

KIDS, ATTICS, AND THE PAST

UNIVERSITY MEMORIAL CENTER
UNIVERSITY OF COLORADO, BOULDER

November 7, 1980

8:45-9:15 General Session UMC 157

Greetings: George Pilcher, Chair, Department of History, UCB

Why Not Local History?
Matthew T. Downey, Department of History, UCB

9:15-10:30 An Embarrassment of Riches: Sources of Local History in Colorado

A panel of Colorado teachers: Willis Knierim, Robin McKinley, Rebecca Crowder, Andrew Chismar, Tom Streff, Robert Lowenberg, Jim Garberding

10:30-10:50 Coffee Break

10:50-11:50 Teaching About Migration, Growth, Ethnic Groups and the Environment With Local History Sources

1. Migration and Ethnic Groups UMC 157

"Migration West"
Andrew Chismar, Lincoln Jr. High School, Fort Collins
"Racial Problems in a Frontier Town"
Tom Carlson, Gove Jr. High School, Denver

2. Growth UMC 158

"Mapping the Growth of a Town"
Franklin Moore, Russell Jr. High School, Colorado Springs
"From Horse and Buggy to Automobile: Growth and Change in the Downtown Area"
Tom Streff, Palisade Jr-Sr High School, Palisade

3. The Environment UMC 159
"Architecture and the Built Environment"
Robert Lowenberg, Castle Rock High School, Castle Rock
"Boulder through Architecture"
Catherine Edwards, Boulder High School, Boulder

12:00-1:30 Luncheon UMC ASPEN ROOM

1:30-2:30 Teaching About Work, Women, Children, and Families With Local History Sources UMC 157

1. Women and Children
"Women at Work, 1880-1900"
Robin McKinley, Maplewood School, Greeley
"Children at School: Then and Now"
Pam Burns, Sacred Heart Jr. High School, Boulder

2. Work and the Cost of Living UMC 158
   "Life and Work in a Coal Town"
   Willis Knierim, Centaurus High School, Lafayette
   "From General Store to Super Market: From Model T. to Mark IV"
   Ray Holmes, Sterling High School, Sterling

3. Families UMC 159
   "One Family's Journey"
   Rebecca Crowder, Casey Jr. High School, Boulder
   "Families and the Great Depression"
   Matthew T. Downey, Department of History, University of Colorado, Boulder

2:30-3:30 Funding for Local History Projects UMC 157

Betty Hinkle, Director, Title IV Programs,
Colorado Department of Education

Carol Horle, Director, Local Assistance Grants,
Colorado Historical Society

Kathlene S. Lemmon, Executive Director,
Colorado Humanities Program

3:30-4:30 Sharing Ideas About Teaching With Local History UMC 157

4.a 1982 ROCKY MOUNTAIN REGIONAL CONFERENCE FOR THE SOCIAL STUDIES : EVALUATION

Please complete a session and workshop evaluation form for each day that you attend the conference. On the back of ONE of the daily evaluation forms complete the general conference evaluation form. This data is helpful in planning future RMR conferences. To register for the $15.00 cash drawing complete the form at the bottom of the other side, tear it off, and place it in one of the drawing collection boxes. Winners will be notified. Thank you for your cooperation.

THURSDAY WORKSHOPS I ATTENDED THE FOLLOWING. HERE IS MY EVALUATION

	MY EVALUATION				(Circle one) E - Excellent G - Good F - Fair P - Poor
AM	E	G	F	P	Global Perspective Education: A Rationale & Teaching Activities
	E	G	F	P	Practical Piaget
	E	G	F	P	Southwest Studies: An Interdisciplinary Approach
PM	E	G	F	P	Choices
	E	G	F	P	Nobody Said KIds Have to do it Alone
	E	G	F	P	Local History and Smoky Hill HS.
	E	G	F	P	Social Studies Activities for Primary Students
12	(E)	G	F	P	Kids, Attics, and the Past I

SESSIONS

AM	E	G	F	P	Teaching Social Studies Concepts Through a Study of Your City & State
	E	G	F	P	Economics for Jr High & Middle School Level
	E	G	F	P	Social Roles
	E	G	F	P	China Studies
	E	G	F	P	Reading and Social Studies
	E	G	F	P	Congress in the Classroom
	E	G	F	P	Southwest Studies : An Interdisciplinary Approach
	E	G	F	P	The Interactive Triad Model of Classroom Management
	E	G	F	P	The Holocaust
	E	G	F	P	Teaching About Religious Traditions with focus upon the Middle East
	E	G	F	P	Teaching the Civil War Period in American History
	E	G	F	P	Lessons in Leadership Through Parliamentary Procedure
	E	G	F	P	The Mini Society
	E	G	F	P	The ESL Student and Secondary Social Studies
	E	G	F	P	Educational Technology : Are We Ready?
	E	G	F	P	Future Studies Idea Exchange
PM	E	G	F	P	Energy & The Physical Geography of the Rocky Mt. Region
	E	G	F	P	Economics in the Social Studies Curriculum : Why, What, How
	E	G	F	P	Social Studies in Maryland
	E	G	F	P	Designing and Evaluating Effective Staff Development Programs
	E	G	F	P	Teaching HS. Psychology
	E	G	F	P	Participatory Geography
	E	G	F	P	Self-Reliance in the Traditional Spanish-American Village
	E	G	F	P	Consumer in the World : Activity Oriented Approach to Student Awareness.
	E	G	F	P	Historical Events and the Arts
	E	G	F	P	University & College Professors & Classroom Teachers

COMPLETE THE FOLLOWING ONLY ONCE

Using the E ,G,F,P code, please rate the following aspects of this conference:

__ Publicity
__ Registration
__ Hotel Accommodations
__ Special Interest Meeting ( )
__ Breakfast Session
__ Luncheon Session
__ Balance between elementary and secondary presentations
__ State Council Meetings
__ Dance
__ Book Exhibits
__ Film Festival
__ Publisher Reception
__ Hospitality Suite

(OVER)

4.b.

1981 ROCKY MOUNTAIN REGIONAL CONFERENCE FOR THE SOCIAL STUDIES : EVALUATION

Please complete a session and workshop evaluation form for each day that you attend the conference. On the back of ONE of the daily evaluation forms complete the general conference evaluation form. This data is helpful in planning future RMR conferences. To register for the $15.00 cash drawing complete the form at the bottom on the other side, tear it off, and place it in one of the drawing collection boxes. Winners will be notified. Thank you for your cooperation

FRIDAY WORKSHOPS I ATTENDED THE FOLLOWING. HERE IS MY EVALUATION

MY EVALUATION (Circle one) E - Excellent G - Good F - Fair P - Poor

AM	E	G	F	P	Are our Students TV Illiterates?
	E	G	F	P	The Other Side of the Past : Social History ...
12	E	G++	F	P	Kids, Attics, and the Past II
	E	G	F	P	Teaching American Indian Cultural Concepts Through Activities
PM	E	G	F	P	Ethnicity : Values in Contemporary Cultures
	E	G	F	P	Kohlberg in the Classroom
	E	G	F	P	Career Awareness

SESSIONS

AM	E	G	F	P	The Revised NCSS Guidelines
	E	G	F	P	The Role of the Computer in Social Studies Instruction
	E	G	F	P	Ethnic Heritage in the Curriculum : Methods and Materials
	E	G	F	P	Building Vocabulary & Developing Concepts in the Social Studies
	E	G	F	P	Teaching Geography Hypothetically for the Thinking Student
	E	G	F	P	The Four Day Week
	E	G	F	P	The Impact of Energy Development in Western Colorado
	E	G	F	P	New Dimensions in Citizenship Education : The Close Up Televised Seminar
	E	G	F	P	Southwest Field Studies
	E	G	F	P	Colorado : Window to Yesterday
	E	G	F	P	Authority, Justice, and Privacy in the Elementary Curriculum
	E	G	F	P	Proposal : Revised Educational Accountability Act for Colorado
	E	G	F	P	Institute for Law in Social Studies Education
	E	G	F	P	Project Business
PM	E	G	F	P	The Impact of Sex and Race on Political Understanding
	E	G	F	P	Teaching of Anthropology in the High School
	E	G	F	P	Issues of Authority, Responsibility, Justice, and Privacy (Secondary)
	E	G	F	P	Experiential Education
	E	G	F	P	Cross Cultural Classroom
	E	G	F	P	Futuristics for the Elementary Years
	E	G	F	P	Social Studies Supervisors, Coordinators, and Specialists
	E	G	F	P	Teaching Social Issues for Reading, Writing, and Critical Thinking
	E	G	F	P	Native American/Anglo American Cultural Differences
	E	G	F	P	The Energy Impact on Western Colorado
	E	G	F	P	Imagination + Creativity = Enriched Social Studies Program
	E	G	F	P	Planning session for 1982 RMR
	E	G	F	P	Computer-Assisted Study in the Social Studies

COMPLETE THE FOLLOWING ONLY ONCE

Use the E,G,F,P code to rate the following aspects of this conference

__ Publicity
__ Registration
__ Hotel Accommodations
__ Special Interest Meeting
__ Breakfast Session
__ Luncheon Session
__ Balance between elementary and secondary presentations
__ State Council Meetings
__ Dance
__ Book Exhibits
__ Film Festival
__ Publisher Reception
__ Hospitality Suite

(Over)

LOCAL HISTORY MATERIALS EVALUATION

To the student: The local history materials you have used in your classroom were developed as part of a state-wide project for Colorado teachers. This project was sponsored by the National Endowment for the Humanities. The director of the project, Porfessor Matthew T. Downey, Department of History, University of Colorado, and I, the evaluator of the project need to know whether you found the materials interesting to work with. These evaluation forms will help us to know how successful the project was. Would you please take a few minutes to fill out this form? We appreciate your time.

Number of Students.

Type of school (circle one): Junior High School 105 Middle School 253 Senior High School

City 158 Sex of student (circle one): Male 310 Female 265

Incomplete responding.

For each question below, please circle the appropriate response. Comments are welcome.

1. How interesting were the local history lessons?

1 4.4% very dull 2 4.8% 3 20.3% moderately interesting 4 17.7% 5 52.5% very interesting

2. How did these materials compare with your other social studies lessons?

1 31.6% more exciting 2 11.2% 3 42.0% about the same 4 3.8% 5 11.2% much less exciting

3. How often would you like to work with local history materials?

1 10.8% never 2 6.7% 3 36.6% at least once a week 4 6.5% 5 39.2% for a whole semester

4. How much have you learned about your community by using these materials?

1 11.4% very little 2 19% 3 20.9% a fair amount 4 11.1% 5 54.4% a great deal

5. Did your family become interested in your work in local history?

1 21.0% a great deal 2 5.0% 3 47.1% mildly interested 4 10.8% 5 14.8% not at all

6. Would you like to study more of the local history of your community?

1 6.7% no 2 3.4% 3 18.1% a little bit 4 11.5% 5 60.1% yes

7. Listed below are a number of sources for local history. Please circle any that you used.

old newspapers 385	old photographs 405	articles or books 109	federal census data 439
old maps 483	walking tours 130	business directories 451	city or county historical museums 77
memories of family members 94	interviews with older residents 80	other (please list): teacher - 9 letters - 17	tapes - 24

8. Personal comments. Please write any comments you think would help to improve a local history program. Include the things you liked about your study and the things you found useless or dull.

I liked the slide presentation on the first day. It was the most interesting thing to me & I learned a lot. Most everything was interesting & I learned something in all of the activities. I learned an awful lot of things about Colorado Springs that I didn't know before I would suggest that you do this next year.

hi!!

Donna Stewart

D.S

The project I liked was doing the canvas and the slides. The only thing I really hated was going to 7th grade lunch.

D

This has been an O.K. unit. I liked the map where you have to figure out what the area was because there was nothing on the map except land forms.